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ABSTRACT

A study examined the job-related skills acquired and career opportunities that have arisen for 1966, 1971, and 1976 graduates of postsecondary vocational-technical programs in Wisconsin's Vocational, Technical, and Adult Education (VTAE) system. Fifteen VTAE graduates from each of the years 1966, 1971, and 1976 completed a 26-item survey designed to identify the types of career decisions made and job-related skills and career advancement opportunities resulting from participation in a vocational program. The population for the study consisted of graduates from three VTAE districts in Wisconsin: VTAE District 1 in Eau Claire, Western Wisconsin, VTAE District in LaCrosse, and Milwaukee Area VTAE District. Data from the survey and from in-depth followup interviews indicated that 80 percent of the respondents had stayed in the fields for which they prepared in their vocational program and were currently using the skills obtained from their training. In addition, 82.5 percent of the graduates felt that their training contributed to their earning higher wages, and 67.5 percent felt they would attend their respective vocational-technical program again. The survey instrument and answers to the open-ended questions are appended. (MN)

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FINAL REPORT

A LONG-RANGE FOLLOW-UP OF POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION GRADUATES

Conducted by

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Project Director

Roberta J. Stafne

August, 1981

CE 029 964

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August, 1981 Roberta J. Stafne

CHAPTER 1

SUMMARY AND PURPOSE

The purpose of this study was to describe the job-related skills acquired and career opportunities that have occurred for 1966, 1971, and 1976 graduates of post-secondary vocational-technical programs in Wisconsin's VTAE System.

A systematic random sample of graduates from the years 1966, 1971 and 1976 in three vocational-technical districts was selected. The following VTAE districts in Wisconsin participated in the study: VTAE District One, Eau Claire; Western Wisconsin VTAE District, LaCrosse; and Milwaukee Area VTAE District, Milwaukee.

A pilot test of the questionnaire was administered in an interview to eight post-secondary, vocational-technical graduates from 1973. Through a telephone interview, the questionnaire was then given to all participating graduates in the study.

As very little research has been done on follow-up studies on post-secondary graduates as far back as 15 years, this was an introductory project study for future follow-up procedures. This study was not designed to give an indepth look at all graduates but was designed to use a case study approach on a small sample of graduates to determine the long-range effect of vocational-technical programs on the individual, the community, and business and industry.

A modified Delphi approach was used to develop the questionnaire and to summarize the responses. After the responses were tabulated, the researcher summarized the results and determined the areas of consensus.

Data from the interviews and questionnaires were collected from March, 1981 through May, 1981. Analysis of the data was conducted during the period of May, 1981 through July, 1981.

The results of this study indicated that a large majority (80%) of the respondents had stayed in the fields of work for which they prepared in their vocational-technical program. These same people (80%) were currently using the skills they obtained from their vocational-technical training. The remaining 20% that indicated they were not using many of the skills they acquired in their vocational-technical programs had either completely changed careers or had a succession of job changes.

It is worth noting that 82.5% of the vocational-technical graduates in this study concluded that they earned a higher wage because of their vocational-technical training. Only five percent were undecided, and this was due to the jobs that were classified as civil service, county, or state.

While a number of factors influenced the post-secondary graduates' lives in the number of years since graduation, 67.5% would most definitely attend their respective vocational-technical school again if given the opportunity under the same circumstances. For many of the respondents, it was the only way for them to achieve a form of advanced education, and they were most grateful for the variety and diversity of programs available to them. A close relationship was established with 85% of the graduates definitely approving of their children attending a vocational-technical school. The 15% that was undecided wanted to allow their children to make up their own minds at the time they would be entering vocational-technical school or a college. A few responses stated the economic conditions of family income would be a determining factor.

The majority of the post-secondary, vocational, technical and adult education graduates were satisfied with their original career decision to attend the school and more than satisfied with the programs from which they graduated. The respondents also stressed the satisfaction they had for the quality of the programs offered and the quality of the instructors for their respective schools.

INTRODUCTION

Over the years, previous studies of post-secondary vocational-technical and adult education graduates have mixed results with some studies giving evidence that vocational education does not have a significant impact on the graduates' employability and earnings capability. Several of these studies, such as the one done by Bettis and Hyder (1978), do acknowledge there may be an immediate differential in earnings, but suggest these differences are obliterated within the first 3 to 5 years once an individual is in the actual job market. Continuing support at the local, state and federal levels is totally dependent upon evidence that vocational education does, in fact, make a difference to an individual's employability and earnings capacity. Without this evidence, taxpayers will be reluctant to provide support for vocational programs.

Evidence that vocational education has value beyond acquiring an initial job is needed in order to justify the publics' investment in special tools, equipment and facilities. There is a need to identify the skills and knowledge developed in vocational programs that are useful over a longer time period.

PROBLEM

The problem of this study was to conduct a pilot investigation to identify the various impacts of vocational education on students who participated in post-secondary vocational programs. In addition, the study attempted to determine some indices of values for the various impacts.

OBJECTIVES

The objectives for this study were to:

1. Develop a model of the impacts and value of vocational education to the individual, community, and business/industry.

2. Develop a list of the impacts of vocational education which are feasible to measure.

3. Develop indices of the values of these impacts.

4. Construct improved processes for identifying the impacts and and values of vocational education.

DEFINITION OF TERMS

Vocational Education Student: Individuals who have or are enrolled in a vocational-technical adult education program for the purpose of increasing their knowledge and skills relating to their selected career interest in order to obtain employment or improve their employment status.

Graduate: A person who has completed the requirements for either a certificate of completion, diploma or an Associate Degree from an accredited vocational, technical adult education institute.

LITERATURE REVIEW

Introduction.

One crucial concern in vocational, technical and adult education programs is how to make them relevant and beneficial to post-secondary students. Determining how effective a program or course of study has prepared its graduates for the work they do, their satisfaction with that preparation and how they used this education to advance in their work are effective ways of assessing the merit of a vocational-technical program and obtaining suggestions for improvement. Therefore, this review will include literature on program evaluation, indices of employment, nature of employment, and follow-up studies.

Program Evaluation.

Darcy (1980) pointed out that appraising vocational education on the basis of "outcomes" provides valid criteria that do what they purport to do. He stated that the outcomes of a quality vocational education program have the following characteristics:

- Improving basic education skills.
- Development of useful occupational skills.
- Reducing the risk of unemployment.
- Acquiring world of work knowledge.
- Effect on educational commitment.
- Development of leadership qualities.
- Post-secondary educational progress.

- Level of post-school earnings.
- Satisfaction with current school experience.
- Job search time.
- Satisfactory to employers.
- Attractiveness of the community for industrial development.
- Employment opportunities for minority workers.
- Job placement in training-related fields.
- Development of self-help skills.

Doty (1979) commented that "quality education" does not depend entirely upon the number of students or on the diversity of the programs that are offered nor on any of the new decision-making devices, but that a good "quality of education" program depends entirely upon the quality of instruction.

Information on the impacts of vocational programs is of the utmost importance for a continuation of funding through government support at the federal, state, and local levels. The National Institute of Education (NIE), Washington, D.C., U.S. Department of Health, Education, and Welfare (1977), stressed the value of assessing program quality and effectiveness in relation to government funding. The plan proposed by the National Institute of Education called for a review of literature from all the states to determine how program quality and effectiveness were assessed at federal, state and local levels. A national conference on evaluation, indepth studies of these states, and surveys to delineate an evaluation design were also a part of the plan. Until 1977, there had not been a large number of studies which had been conducted with findings leading to both assessment and follow-up studies.

Indices of Employment.

Once individuals have completed and graduated from a vocational-technical program, they are faced with the transition from school environment to the work force. Finding a permanent niche in the labor market has always created some problems for most people and probably will continue to under our changing structure of employment and economic conditions.

Herrastadt (1979), felt that moving from full-time school to full-time work may never be trouble free, but the burdens on the vocational-technical graduate could be reduced. For example, existing vocational-technical programs might be examined to see which ones prepare their students better for successful participation in the labor market. The more effective programs, or at least the more beneficial characteristics, could then be disseminated throughout other school systems, not only in Wisconsin, but in other states as well.

Pincus (1978), pointed out that some critics argue that vocational education reproduces economic inequalities by tracking working class students into working class jobs with short career ladders that offer fewer economic rewards than "college-level" jobs. Because of economic conditions, unemployment rates will remain high. Therefore, vocational education, according to these critics, benefits the corporations more than the students as it reduces the cost of training the labor force and promotes false conceptions about the chances for any upward mobility in employment.

Nature of Employment.

Pincus (1978), also commented that t[illegible]s jobs require more skill and education than ever before, particularly in the "professional" and "managerial" categories. As his example showed, in 1970, 28% of men and 19% of women were

employed in "college-level" jobs. In 1940, however, only 14% men and 16% women held these jobs in the categories of "professional" or "managerial." As a result of these changes, it is becoming increasingly necessary for students to receive some higher education in order to obtain a decent job. However, in recent years, higher education, such as the four-year degree, is turning out more graduates than the labor market can actually use. Thereby, vocational-technical programs help students by creating an alternative to the four-year programs and provide a closer relationship between the type of education and the world of work.

Supporters of vocational education promote the "mission" of these institutions. They feel the school plays a "democratizing role" by making it possible for increasing numbers of people to attend vocational, technical or adult education programs and, thus, have the opportunity for social mobility. The diversified curriculum provides students with a wide range of options that is said to be limited only by the individual's own personality. (Pincus, 1978)

Follow-up Studies.

The follow-up programs in the post-secondary vocational-technical schools not only provide valuable data for program improvement but meet the requirements set forth in the 1976 Vocational Education Amendments. In Wisconsin, the Wisconsin Board of Vocational, Technical and Adult Education coordinates the follow-up studies conducted by each of the 16 VTAE districts of former full-time students who have been enrolled in programs offered in each of the districts. (State Plan for Vocational, Technical and Adult Education in Wisconsin, 1980.)

In order to describe any long-term lasting effects of a vocational education program, it is necessary to conduct follow-up studies after students have been in the world of work for five, ten, and fifteen years. At these points in time, graduates can provide information on how they have used the skills and knowledge acquired in vocational programs to advance on the job or move into new careers.

Information obtained by following up former vocational education students can also be useful in making decisions regarding program expansion or, in some cases, resulting in program reduction. Results from follow-up studies may indicate a growing labor market need and, thus, can provide the support for program expansion. The need for new programs may be established as a result of the identification of an emerging labor need. Programs may also be considered for elimination if follow-up data detect that a market may no longer be feasible or that salary or wages are so low that graduates will not find employment in those particular fields. (Nelson and Halfin, 1981.)

The need for accurate and timely follow-up data on vocational students has steadily increased. Vocational educators have been concerned about the post-program success of their students, but recent developments on both federal and state levels have emphasized the need for systematic approaches to follow-up research of increasing scope and sophistication.

Ivan Lach (1979) found, through an evaluation of graduates from Illinois' vocational-technical schools, an indication that the education received provided many personal, social, and cultural benefits to the student as an individual. In this follow-up, a large majority of the post-secondary students indicated their education was helpful to them in areas such as

development of more effective communication, development of their abilities to think constructively and more critically, improvement of personal relationships with others, and identification and development of life goals and values. Lach's study also pointed out the students were more than satisfied with their education and were very successful in achieving their objectives in their respective programs.

Many times individuals are totally unaware of the impact their vocational-technical training is going to have on their lifestyles. For example, persons who receive an Associate Degree in accounting may be unaware that, because of their training from a vocational-technical program, they are now able to perform duties such as accounting for their church, professional or civic organizations in their communities.

The Advisory Council on Technical-Vocational Education in Texas reported the following factors from a follow-up survey on "Possible Gains From Attending a Vocational Technical School" completed in 1978. The "gains" and percentage reporting them were derived from 1,931 vocational-technical graduates.

- Learning by doing and understanding what was done. 54.0%
- Developing good attitudes toward work. 54.9%
- Preparing for the first job after leaving school. 52.1%
- Learning how to get along with the other person on and off the job. 48.6%
- Understanding the world of work. 44.6%
- Understanding your own abilities, values and potential. 49.1%
- Developing decision-making skills, how to get and organize information, examine alternatives and their consequences, decide and evaluate your own decisions. 39.6%
- Exploring possible career opportunities available to you. 39.3%

- Becoming an effective and responsible citizen in your community. 29.3%
- Becoming aware of your role as a consumer in our economy. 31.0%

It is apparent that the value of a quality vocational-technical educational program is more than just learning a trade or profession; it is rounding out one's life and learning how to cope with the daily necessities of living.

Summary.

The major objective of vocational-technical schools is to provide occupational skills to all students--those who attend day, afternoon, and evening classes; part time and full time. These skills must be marketable; therefore, the market must be known. A good quality vocational-technical school must insure an environment exists for the students to reach their potential so that they may make a successful transition from school to business or industry.

It was apparent in the literature review that other outcomes of vocational education were also important. Developing skills in communication, problem solving, and working with others were important. Improving attitudes toward work and expanding knowledge of career opportunities were also identified as valuable outcomes.

CHAPTER 2

APPROACH AND METHODOLOGY

Design.

A case study approach was used for this research. Both open and closed-end questions were used to allow the researcher to identify a variety of impacts. The interview process was structured on a general career ladder and lattice model of career development. The impacts and values of vocational education to the community and business/industry were also assessed. Because of the type of study, the individuals interviewed served as their own control group. Questions in the interview process asked for evidence on the opportunities and barriers encountered as a result of enrolling in a vocational program.

Population.

The population for this study was comprised of graduates from three vocational, technical and adult education districts in Wisconsin: VTAE District One, Eau Claire; Western Wisconsin VTAE District, LaCrosse; and Milwaukee Area VTAE District, Milwaukee, WI. Graduates from 1976, 1971, and 1966 were selected for the 5, 10, and 15-year phases of this follow-up study.

Sample.

The study selected a sample from the three participating districts. A total of 15 post-secondary graduates from each of the years 1966, 1971 and 1976 were selected. Within each district, five graduates were randomly selected from each of the three years.

A systematic sampling approach was used to select the participating individuals from the graduate list from each district. The researcher selected one sample by pulling every 13th card from the student record files. Samples at the other two districts were selected by a district staff member. In order to assure that a sampling would yield 15 students from each year, letters were sent to 70 students from each respective class.

After selection of the graduates' names, using the systematic sampling procedure, the addresses of the students were checked against various records, such as the alumni records, telephone book, and the city directory to verify the addresses. After the names had been selected (70 from each respective class to account for any unconfirmed addresses), a letter was sent to each of the 70 names from the years 1966, 1971, and 1976 from each participating district.

The letter asked for their help and participation in the research study. If they were willing, they filled out the bottom portion of the letter with their name, address, telephone numbers at work and at home, days and hours to contact, the class and year they graduated. (See Appendix A.) All participants were asked to return the form in a self-addressed, stamped envelope within three days to the researcher.

Upon receiving the forms, all willing to participate were contacted by telephone for an interview, using the questionnaire as the guide. (See Appendix B.)

Because of the purpose of this study, very small samples were selected and in-depth interviews were done. As a result, the findings should not be interpreted as reflecting a general follow-up of all graduates for the three years encompassed in this study.

Instrumentation.

A questionnaire was designed by the researcher. Questions in the questionnaire were based on information from the literature review and from personal interviews with the staff at VTAE District One and the Center for Vocational, Technical and Adult Education at UW-Stout. These questions were designed to identify the types of career decisions made and job-related skills and career advancement opportunities which resulted from participating in a vocational program. As these impacts were identified in the interviews, the scope of choices, value of the choices, and opportunities were discussed. Also, the value of the impacts to business, industry and the community were explored.

A pilot test of the questionnaire was administered to eight post-secondary graduates from the school year of 1973. Their reactions and suggestions were incorporated into the final form. In addition, any suggestions from the staff at VTAE District One and the Center for Vocational, Technical and Adult Education at UW-Stout were considered for the final questionnaire.

Data Analysis.

Because of the nature of the interview data, qualitative analyses were done. Responses to each question were clustered and analyzed to identify specific patterns.

Time Schedule.

The interviews were conducted during March, April, and May, 1981.

CHAPTER 3

RESULTS

This report is based on the analysis of responses from 40 men and women who were post-secondary vocational-technical education graduates from five, ten and fifteen years ago. The sample included 23 men and 17 women from the three Vocational, Technical and Adult Education districts which participated in the research study.

The findings are presented following the sequence of the outlined objectives and research areas. The first section presents the survey results. Factors such as whether or not the respondents stayed within fields related to their original career choice; whether they are using the skills learned in their programs on their current jobs; whether they feel they earn a higher wage because of their training in a vocational-technical school; and if the opportunity were presented, would they still attend a vocational-technical institute. The last section presents the results as related to objective.

SURVEY RESULTS

Fields of Employment.

The respondents in this sample represented a variety of occupational interests and skills. Among the occupations found in this survey were: Accounting, Various Secretarial Areas, Business and Data Processing, Food Management, Nursing Areas, Medical Areas, Mechanical Drafting and Design, Technical Engineering, Telecasting, Interior Design, Cosmetology, and Fire Technology and Police Science.

Composition of the Sample.

The entire population for the study involved 40 people from each of the three participating districts. The total number of participants from 1966 was 15% or 6 respondents; from 1971 was 35% or 14 respondents and from 1966 was 50% or 20 respondents. It was extremely difficult to locate or even contact the 1966 graduates once a tentative location was determined for them. Questionnaires that were sent to two of the 1966 graduates to the addresses obtained from the participating school, were returned and the graduates were listed as deceased. The school was still carrying the names on the 'current list' of updated addresses. Only two questionnaires were returned as not willing to participate in the study.

Employment Status.

All respondents were currently employed, with all working 40 hour work weeks or more. Two people were working 52 hours a week. They were employed in county positions for the government and because of the economic 'cut back' retained their positions, but were also on a 'call basis' if necessary. The three people who owned their own businesses, stated it was virtually impossible to estimate the number of hours per week they spent developing and maintaining their business.

Skills from Vocational-Technical Program Presently Used.

Of the sample of 40 people, 80% or 32 said yes, they were using the skills learned in their vocational-technical programs on their present jobs. (Question 4) Some of these were related such as the administrative secretary

using typing and shorthand skills, along with basic business English and communication skills. All of the respondents mentioned that communication skills were invaluable to them regardless of what type of program in which they were enrolled.

The balance of the sample population of 20% or 8 people said, No, they were not using the skills they obtained through their programs. Several reasons were evident - some of the respondents had changed jobs so many times, they had lost sight of the original goal they set for themselves. Other programs such as the Fire Technology offered them book knowledge only, not actual on-the-job training. The respondents in the Police Science field gave similar answers as the Fire Technology people. Their comments revealed a lack of a perception of receiving relevant skills because they had not received "hands-on" training.

It appeared that some respondents were unaware they were using the skills acquired from VTAE programs. One respondent was employed in a county position, who had taken the secretarial program--said no, she was not using her skills--even though she was using her typing, English and communicative skills from her secretarial program in her current job. Citing another example, it would seem likely that those who thought their programs were not relevant because they were too theoretical would use some of the knowledge as they performed their jobs.

Table III-I

Skills From Vocational Programs Being Used
In Present Position or Job

Answer	N	%
Yes	32	80
No	8	20
Number	40	

Positions or Jobs Held Since Graduating.

This question was based on the premise that not everyone followed their original career decision and would take into account the opportunities and job changes of fifteen year graduates as well as the five and ten year graduates. Of the 40 respondents, 37.5% or 15 people held one position since graduation. This figure means they were either employed by the same company before attending VTAE school or they were employed by the same company immediately following graduation and have worked their way up the career ladder with one company. Twenty-five percent or 10 people have held two positions; 30% or 12 people had three positions and only 7.5% or 3 people had held four or more jobs since graduation.

Table III-2

Number of Positions or Jobs Held Since Graduation

Number of Positions	N	%
One	15	37.5
Two	10	25.0
Three	12	30.0
Four or More	3	7.5
Number	40	

Employment Before Completing VTAE Programs.

There were 55% or 22 people who were employed before enrolling in their respective vocational-technical programs; 45% or 18 people who had never been employed before deciding to attend a vocational-technical program. Fifty-three percent or 21 people were employed while attending vocational-technical school, with 57% (12 people) employed full time and 43% (9 people) employed on a part time basis. The remaining 47% or 19 people were not employed during their time at the vocational-technical school.

Table III-3

Employed Versus Non-Employed
While or Before Attending VTAE

Employment Status	N	%
Employed Before Attending VTAE		
Yes	22	55
No	18	45
Employed While Attending VTAE		
Yes	21	53
No	19	47
Employed While Attending VTAE		
Full-Time	12	57
Part-Time	9	43
Number	40	

Relationship of Job to VTAE Program.

Seven people (33%) were enrolled in a program that corresponded with their employment and 14 people (67%) were employed in jobs that were not related to their programs.

Table III-4

Job Related to Courses at VTAE

Related to VTAE	N	%
Yes	7	33
No	14	67
Number	40	

Impact on Wages.

Of the forty graduates, 82.5% (33 people) very definitely said yes, they earn a higher wage because of their training in a vocational-technical program. Some respondents felt they earned a higher wage due to the fact their vocational-technical training was a stepping stone for them to complete their college education. Therefore, they concluded that due to both schools and levels of education, they were now definitely in a higher income bracket.

Only 12.5% or 5 people said no, they did not feel they earned a higher wage due to their vocational-technical training. This was due partly to the types of jobs, such as Civil Service or positions within the local fire and police departments, which have fixed salary schedules. Fire and Police departments 'rank' their positions and these 'ranked' positions are not totally dependent upon a degree or diploma. In some areas, such as

secretarial, the responses were no, due to the low overall pay scale of the individual employers regardless of how much training or experience a person had.

Two people or 5% said they were undecided if they received a higher wage or not because they were employed in companies where seniority in the company counted as much as a new graduate with a degree or diploma. The wage scales at these companies were practically equivalent.

Table III-5

Earn A Higher Wage

Answer	N	%
Yes	33	82.5
No	5	12.5
Undecided	2	5.0
Number	40	

Advancement Opportunity

Yes, was answered by 40% or 16 people, while 60% or 24 people said they were not in line for advancement. The people who answered yes, were in a field of work where advancement was plausible within the organizational structure. There were three people who owned their own businesses, therefore they thought advancement would create the need for them to either expand their business or sell and re-establish themselves into a working organization that would offer them the opportunity to progress up the career ladder once again. All three people were very satisfied with their own businesses - interior decorating, restaurant owner, and a cosmetologist.

One individual was not at all interested in advancement, as this person

had created her own position within a large corporation and in order to advance would mean relocation to the parent company in another state.

Table III-6

Opportunities

Answer	N	%
Yes	16	40
No	24	60
Number	40	

Future Job Plans

One-fourth of the respondents (10 people) responded that, "They were always interested in a better opportunity if and when it came along." Ten percent or 4 people were undecided, with the emphasis depending on what the current economic situation would be in the next few years. Sixty-five percent or 26 people said no, they were definitely not thinking of another job in the future. The main reason given by them was job security and the number of benefits they already were receiving from their employers. Two of these people were close to retirement age and would stay where they were, until they could retire.

Table III-7

Different Job in Future

Answer	N	%
Yes	10	25
No	26	65
Undecided	4	10
Number	40	

Job Plateau

Correlating closely with the previous question and answers, 65% (26 people) who answered yes, to staying at a certain plateau, gave the same reasons as in question 19. Job security was number one and good company benefits was second. Three people had just received a promotion within the time period of these interviews. One person (2.5%) was more undecided concerning the plateau question - the company that this individual worked for was in a state of change and this person actually did not know what the future might bring. Thirty-two and one half percent or 13 people said no, they were not staying at a plateau. All thirteen percent were working for larger organizations which were and would be stable throughout the current economic trends.

Table III-8

Job Plateau

Answer	N	%
Yes	26	65
No	13	32.5
Undecided	1	2.5
Number	40	

Plans to Return to School

Exactly half of the subjects said yes, they planned to enroll in further scheduling, with 25% of them wanting to return to a Vocational-Technical school to either update their current career interests or in some cases to pursue their individual hobbies with classes that coincided with their time schedules. Thirty percent or 12 people said no, they were not interested in

returning to school and 12% or 8 people were undecided at this time. These 12% also said the current economy could change their minds depending upon what happens to their jobs in the future.

Table III-9

Plans to Return to School

Answer	N	%
Yes	20	50
No	12	30
Undecided	8	12
Number	40	

Would Respondents Attend VTAE School Again

Twenty seven people or 67.5% were most emphatic about attending their respective vocational-technical schools again. They definitely thought they would not be where they were job wise, if it had not been for their VTAE training. Seven people or 17.5% were less sure, but did state they would probably attend, if the same opportunities were available. Four people or 10% were very hesitant, actually not sure what they would do under the same circumstances. One person or 2.5% said he would never attend the school again, however, it must be noted that this individual was one of the most frequent job changers in the study. One person, or 2.5% would have attended another type of school and would have preferred to have had the company put him through a four year college.

Table III-10

Would You Attend VTAE School Again

Response	N	%
Definitely Attend	27	67.5
Might Attend	7	17.5
Not Sure	4	10.0
Would Not Attend	1	2.5
Other	1	2.5
Number	40	

Advise Children to Attend Vocational-Technical Program

The following answers correlated highly with the answers summarized in Table III-10. The answer yes, would advise my children to attend, was given by 85% (34 people), 15% (6 people) were undecided. The 15% commented that they would leave the decision up to their children when they reached school age. If they wanted to take a particular vocation that could be learned by attending a vocational institute they would advise them to attend. Another factor that was considered by these respondents was the economic situation of the family at the time their children reached higher education ages. No one in the study answered no to this question.

Table III-11

Advise Children to Attend VTAE

Answer	N	%
Yes	34	85
No	0	0
Undecided	6	15
Number	40	

Summary

Responses to the interview revealed satisfaction with vocational-technical programs, job satisfaction, job advancement and a variety of personal impacts.

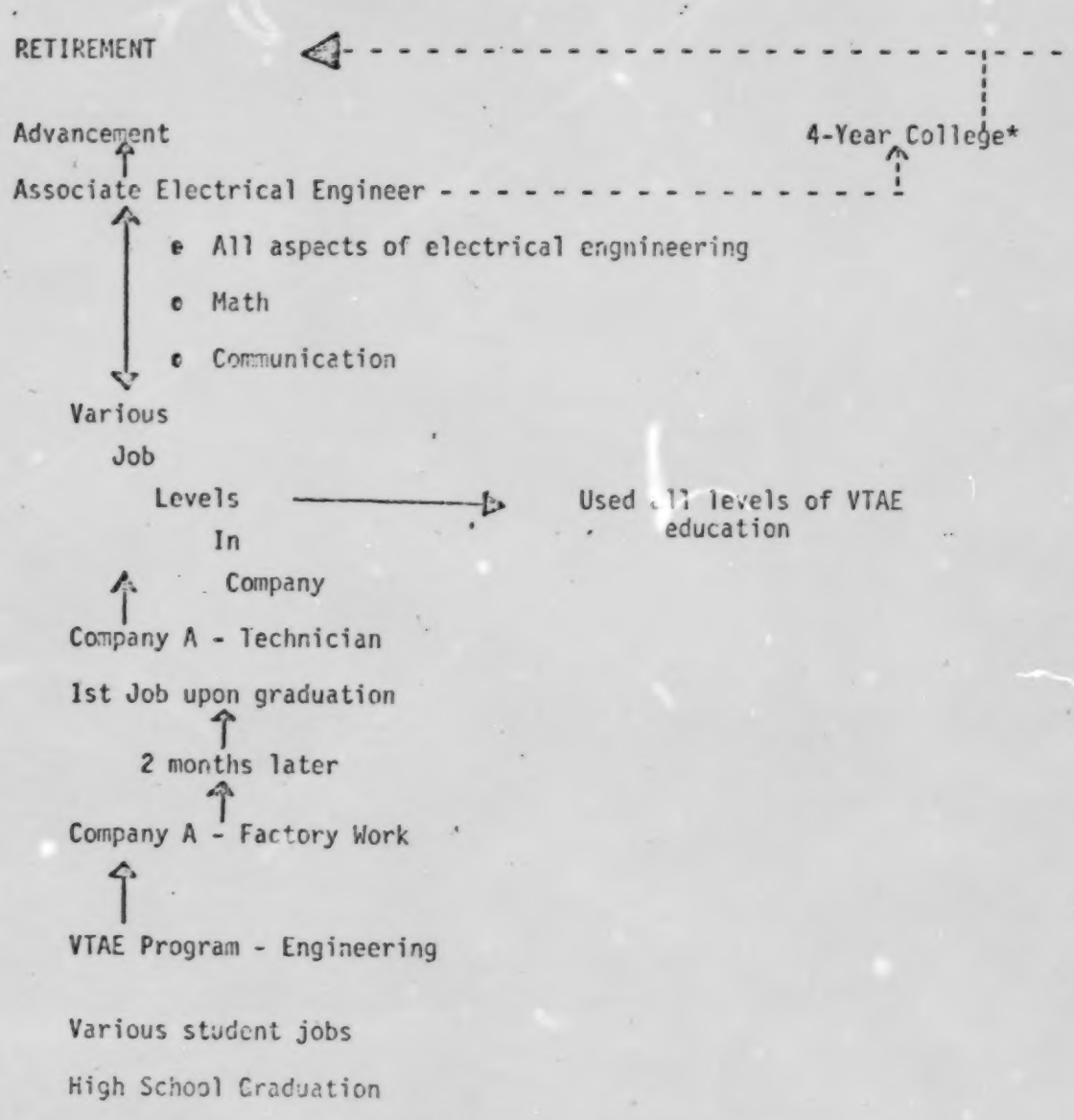
CASE STUDIES

The following pages are actual case studies of six members of the sample. The information reported was gathered at the time of the telephone interview using the questionnaire as a guide. These case studies will give a more indepth approach to the influencing factors of vocational-technical programs and will also be illustrated with career ladders or lattices to demonstrate the lateral moves or career changes of these individuals.

Case Study A.

Person A graduated in 1966 in a technical engineering program. Fifteen years ago, this individual was interested in the engineering field but, financially, could not afford four years of college. Having held numerous odd jobs from early high school days, the opportunity finally presented itself from a friend as to the benefits of a vocational, technical and adult education program. Person A explored the possibilities and found out it was a fairly inexpensive way at that time to pursue a desire for higher education. The courses available fulfilled the requirements needed to achieve personal goals. While attending the vocational-technical school, Person A secured a position as a factory worker, working full time, nights, in the very company this person wanted to work upon securing the engineering degree. This was the chance to get the proverbial "foot in the door." While in school, Person A took classed with all phases of engineering technology, English and math. Two months after graduation, Person A was promoted to a technician, then on to various levels until reaching the present job of Associate Electrical Engineer. Throughout this career, Person A had returned to vocational-technical school for updating of certain technical areas in the

current position. Person A wants to remain in present position until retirement. Eventually, this person would like to return to school for a four-year degree in engineering to satisfy a personal goal. This person was very emphatic regarding vocational, technical and adult education. Without it, Person A would not be where he is right now in achieving personal goals, a secure job, self-confidence, and respectability in the community.



* - - - - - - - - = Thinking about returning to school

Case Study B.

1966 Graduate

This individual was employed in the current company after graduation from high school. Person B remained in this position full time while attending vocational-technical school. This was actually with the "company's blessing" as they were reimbursing the tuition. (NOTE: Out of the sample, this was the only graduate for whom the company reimbursed or paid the tuition.)

While enrolled in the vocational-technical program, Person B took classes relating to his field of work. At that time, these particular classes were offered only as electives. However, Person B used his electives to "walk right up the career ladder." After graduation with a two-year degree, Person B was promoted to Night Supervisor; from there to Day Supervisor; then to General Supervisor; and, now, is the Manager over five areas and five supervisors, one being in each of the five areas. Person B has always made use of the education from the vocational-technical school. Accounting; English; the sciences, particularly Chemistry; and communication skills are used on a daily basis. Person B said, ". . . I utilize what I have been introduced to in vocational-technical school and apply the knowledge to life cycle and on the job."

Person B is a very strong goal-oriented individual, keeping up with new techniques in business by attending various college classes and vocational-technical school seminars and workshops.

This individual attended VTAE because of the convenience of the location; and, more importantly, because of the one-to-one basis of classroom instruction. The reputation of the school and high caliber of the instructors was also an influencing factor.

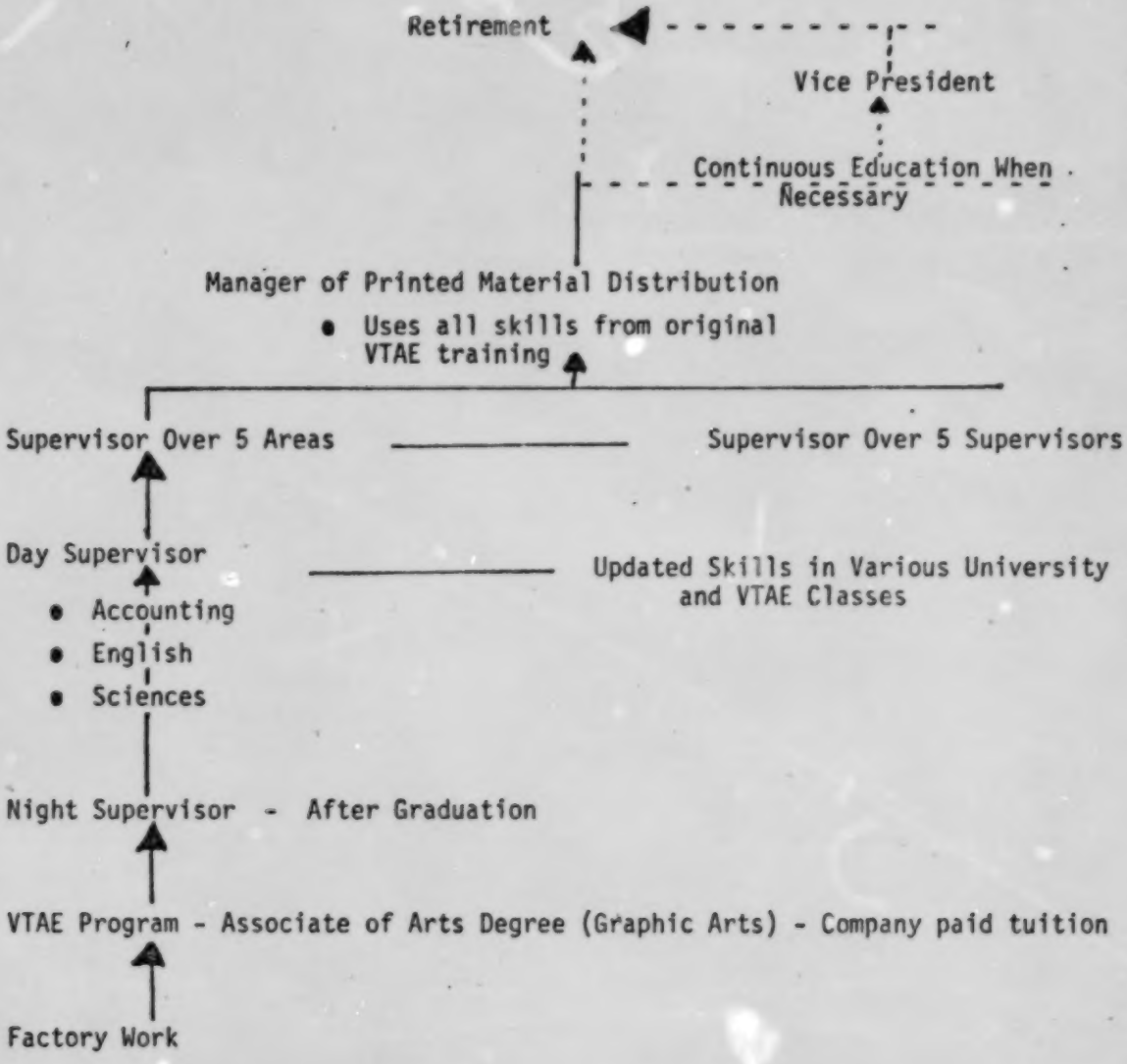
Person B has had various opportunities to change positions but is very content with this company and its potential until retirement. At the time of this interview, Person B had just received a promotion. The next step is a move not within the same department but definitely a move up the career ladder to Vice President.

This individual was more than pleased with the training and education received at the vocational-technical institute. The family has benefited financially, the children became aware of the importance of an education, and one child is now attending a vocational, technical and adult education program. Person B is also very active in community affairs, civic, and professional organizations.

See next page for career ladder.

CASE STUDY B

Career Ladder


Retirement
Vice President
Continuous Education When Necessary
Manager of Printed Material Distribution
• Uses all skills from original VTAE training
Supervisor Over 5 Areas
Supervisor Over 5 Supervisors
Day Supervisor
Updated Skills in Various University and VTAE Classes
• Accounting
• English
• Sciences
Night Supervisor - After Graduation
VTAE Program - Associate of Arts Degree (Graphic Arts) - Company paid tuition
Factory Work

Case Study C

1976 Graduate

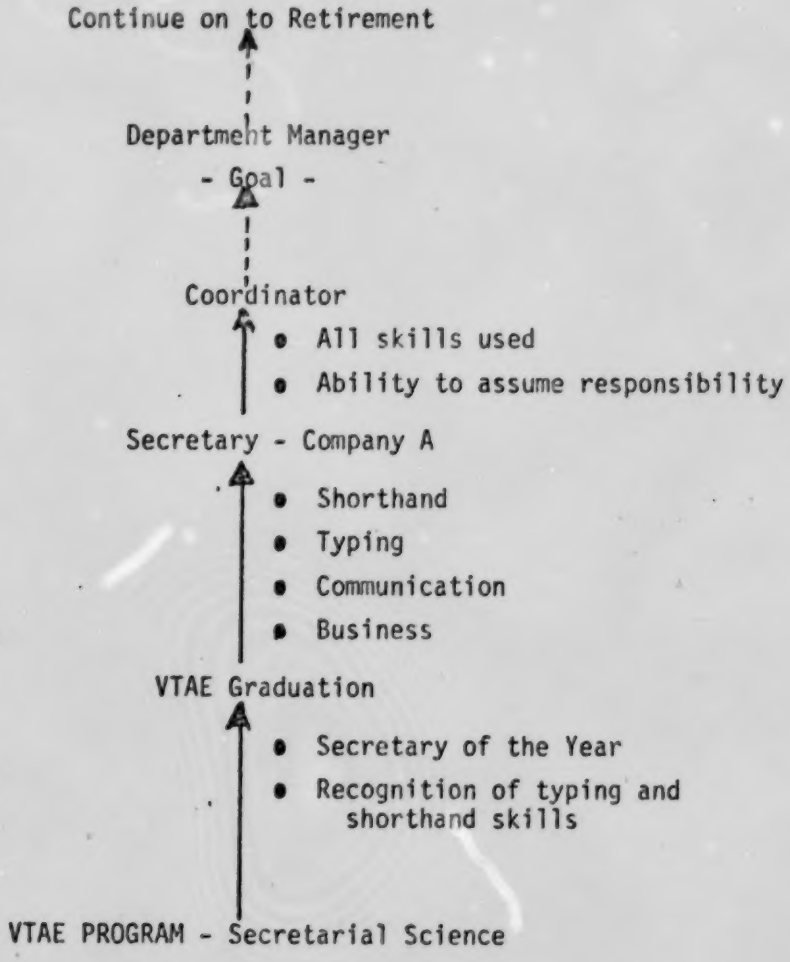
Person C graduated in 1976 with a Secretarial Science degree. Five years ago, this person decided that in order to be effective as a successful secretary in a large corporation, she would have to have a degree or diploma in secretarial work. Unable to afford the time or money for a four year college course, she investigated the vocational-technical school, and liked what she heard. The courses offered her the opportunity to consolidate all her studies towards her goal of gaining a secretarial science degree in a short period of time and living in a small town, the school was in driving distance on a daily basis from her home.

Although she did not work while attending school, she applied all her time and efforts to her schooling and became number one in her class. Because she is a high achiever and had impressive statistics of shorthand speed at 180 words per minute and typing speed of 85 words per minute, she was recognized as Secretary of the Year, 1976.

Upon graduation, she was hired as a secretary by a large, well-known, stable corporation in a larger town. Since graduation she uses all of her skills, typing, shorthand, accounting, English, general office and communication on a daily basis.

Person C stated that one of the opportunities that presented itself from attending vocational-technical school, was to move to a larger town and she has never been happier. She is currently a coordinator for this large concern and her future plans are to stay right with this company, progressing upwards, utilizing her secretarial skills, until she retires. She would like to become a Manager in her department, but does not want to deviate much from her original secretarial training, nor does she ever want to lose her typing and shorthand speeds.

Person C felt her skills, her training, her willingness to take on responsibility and do just a little more than what was required were factors that helped her get to where she wanted to be. Note: This person has such enthusiasm regarding her job and life in general, along with an appreciative nature of having been given the opportunity to attend a vocational-technical school to achieve her goals, that it was very apparent in her voice. She made you feel good just talking to her in this interview.



Case Study D

1976 Graduate

Person D graduated in 1976 with a degree in mechanical design. Previous to attending vocational-technical school, person D had taken classes in high school in design and drafting, hoping someday to make this a career.

Upon graduation from high school, person D worked in a factory and did not like the prospect of spending the rest of his life as a common laborer. Person D then decided to join the Air Force, with the goal in mind to continue in some capacity with a drafting and designing vocation. This he achieved and upon discharge looked into the various educational possibilities choosing a vocational-technical school. With the G.I. bill funds from the government, he was able to pursue his goal in mechanical design.

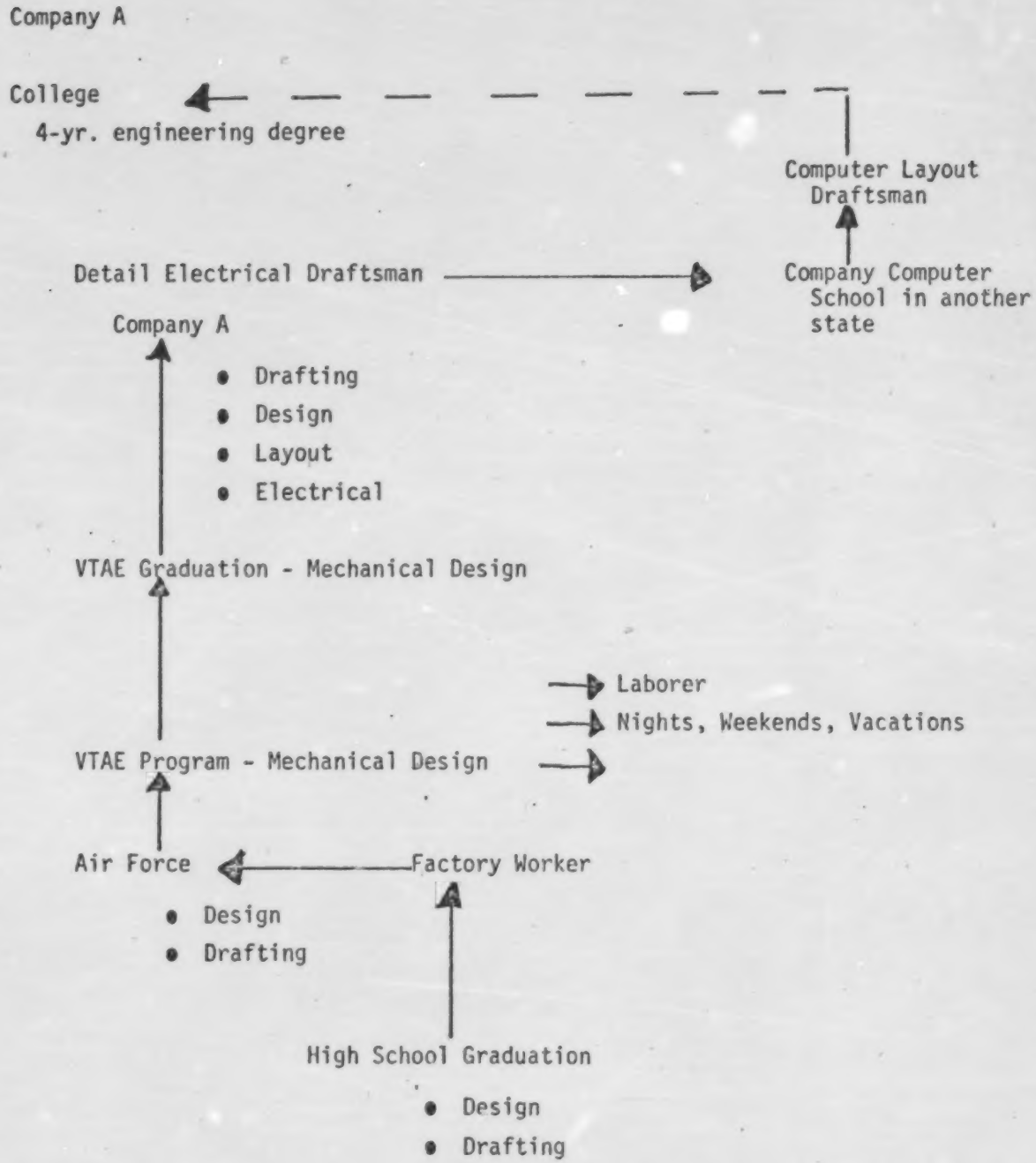
While attending school, person D worked full time, evenings, weekends, and vacations, at a local industrial company to help supplement his income. His job was non-related to his classes and program at the vocational-technical school. Upon graduation, Person D was hired by a company that offered the potential for a secure and solid career. Starting out as detail electrical draftsman for three and a half years, he was then promoted to the present position of computer layout draftsman. Since then he has attended several computer schools in various states, to keep current with on-going education for the company.

Person D stated that the current position and even the first one would never have been possible or even feasible without having had his design degree from a vocational-technical school, as that was the major prerequisite for this company.

Plans for the future include a possibility of returning to college for a four year engineering degree, but he would stay on with the current company in the computer field and perhaps relocate to the parent company in another state. Many of future decisions actually lie with the economic conditions and have to take into consideration various family responsibilities.

Case Study D (cont'd)

The following is an example of Person D's career lattice.



Case Study E

1971 Graduate

This was a rather different case study as Person E is 54 years old. Returning to school after her children were grown, she studied to fulfill one of the goals in her life--to enter into the medical field. If Person E were younger, the nursing field would have been the prime choice. However, because of age and time factors, she felt being a ward clerk would be most satisfying to her.

Interesting enough, Person E did have a profession as a beautician many years before. However, the medical field was a stronger motivator for her and, because of the reputation of the school, she chose to enroll in a vocational-technical program in her home town.

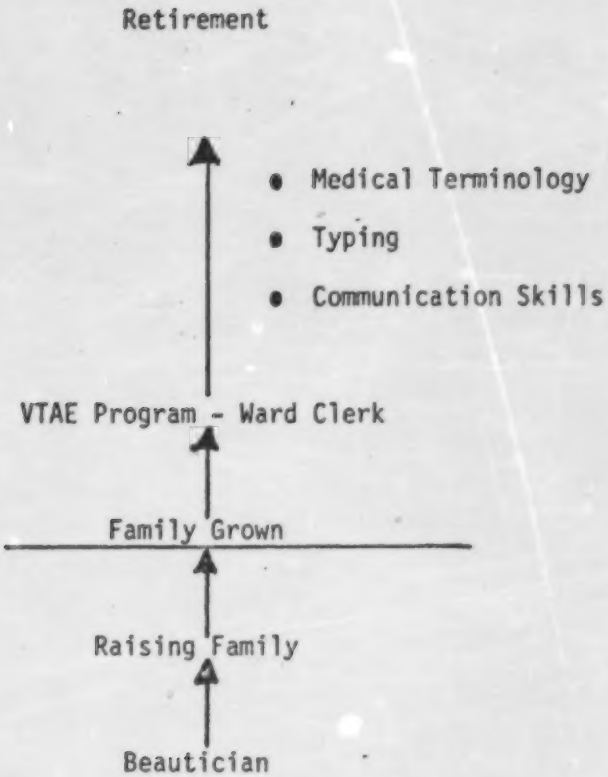
She currently uses all of the acquired skills on a daily basis, even to the telephone techniques, when talking with the doctors and registered nurses. Person E has continued to take many in-service classes, such as a very recent one in medical terminology. Person E has had only one position since graduation, having applied for it several weeks before the end of the program. Person E started out on the medical floor and is currently in pediatrics.

Her plans for the future are to stay until retirement. She is not really interested in advancement and is definitely not interested in taking another job in the future.

She is extremely proud of herself for having completed the program and could not say enough about the school and the caliber of the instructors. Through her training and work at the hospital, Person E has become more attuned to people and their problems, making a more well-rounded and understanding individual.

The following is an example of Person E's career ladder.

Case Study E


Retirement
• Medical Terminology
• Typing
• Communication Skills
VTAE Program - Ward Clerk
Family Grown
Raising Family
Beautician

Case Study F

1971 Graduate

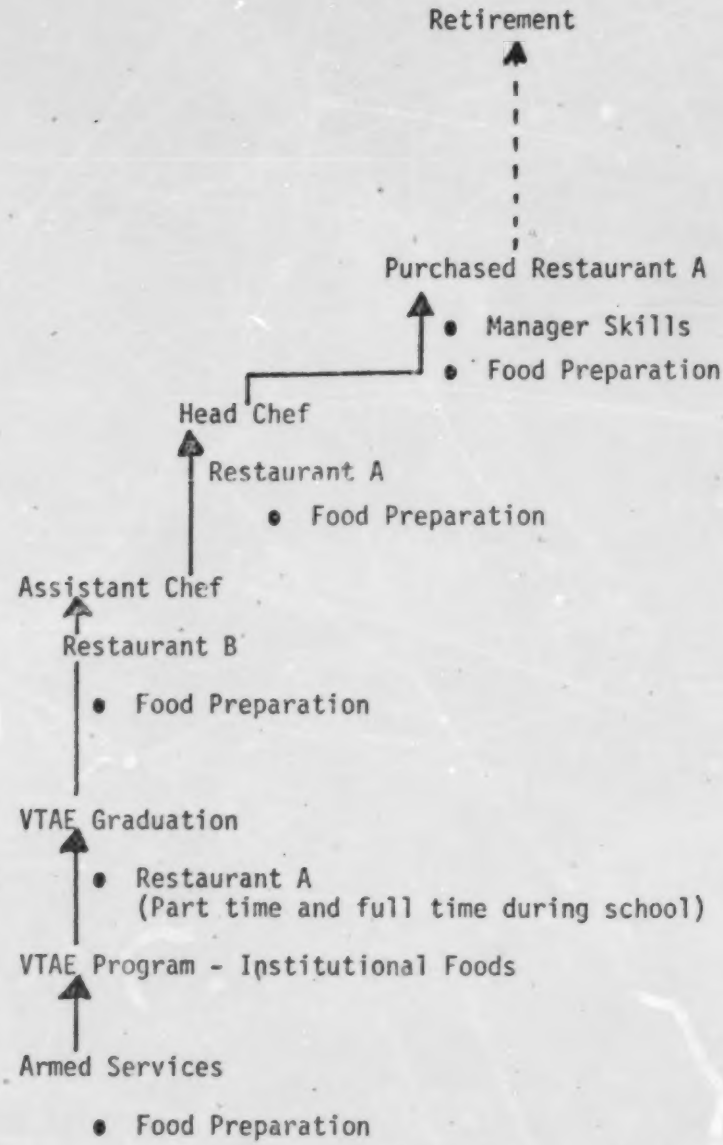
This individual is an example of how a vocational-technical degree was the stepping stone to one's own business.

Person F graduated in 1971 with a degree in institutional foods. Prior to attending vocational-technical school, this individual was in the service and received his first exposure to food preparation there. Upon discharge from the service, Person F used his G.I. Bill funding to attend a vocational-technical school in his area and enter the program of institutional foods. He was employed at a local restaurant (For the sake of this case study, Restaurant A) before and during his schooling. Upon graduation, Person F was hired by Restaurant B as Assistant Chef. Restaurant B was located in another state which gave Person F an opportunity to move away from his home town to see if he liked living away from family and friends. Person F returned to Wisconsin to take a position as Head Chef at Restaurant C; and, soon after, purchased Restaurant A, the supper club where he originally started his working career.

He stated his skills and knowledge learned from vocational-technical education are used every day. Without them and without the opportunity to attend school through the government funding, he would never have been a successful business owner today. Person F felt he learned a tremendous amount while in school and has also kept up with various classes on management training through the local vocational-technical school.

Person F's future plans include remodeling of the supper club which was purchased in 1980 and to continuously learn and upgrade his skills of being a business owner. Through the schooling and business, Person F has become actively involved in civic and community affairs. Not only has the level of income increased but the knowledge of the value of education is apparent to the children in his family.

actively involved in civic and community affairs. Not only has the level of income increased but the knowledge of the value of education is apparent to the children in his family. The following is an example of the career ladder of Person F.



Results by Objective

An analysis of the survey data by objective is presented in this section.

Objective.

Develop a model of the Impacts and Value of Vocational Education to the Individual, Community and Business.

Responses to the interview questions were analyzed to find impacts and their value to the graduates in the sample. Because of the small sample size, no attempt was made to make a frequency count on the impacts reported.

Table III-12

Impacts of Vocational Education and their Value to Graduates

Impacts	Value to the Graduates
• Affordable higher education	Enabled person to enroll in post secondary program
• Concentrated subject matter	Could complete education requirements in a shorter period of time
• Age factors for mature individuals	Easier to accept practical learning tests used.
• Variety of occupational choices from which to chose	Opportunity for individual to return to work world after being away for a period of time; i.e. the homemaker, recently divorced or widowed individual
• Courses available related to Armed Froces training	Individuals with previous training in our armed forces could continue career in civilan live
• Location of the various VTAE districts	Important factor to many individuals who wanted to remain in hometowns and continue education
• Children are affected	Individuals concluded their children learned the value of education

Impacts	Value to the Graduates
• Education raises the standard of living	Provides a second income in some families; gives a secure income for other families
• Increases earnings	A majority of the sample indicated that they earned more
• Provided more security	A number reported that the skills learned provided more job security and developed self confidence.
• Opportunity for advancement	Data indicated that most had advanced to higher level jobs or had taken on more responsibility.
• Job satisfaction	Most if not all were satisfied with their jobs. Many preferred to remain with their present jobs rather than advance or take a new job.

Table III-13

Impacts of Vocational Education
and their Value to Business/Industry

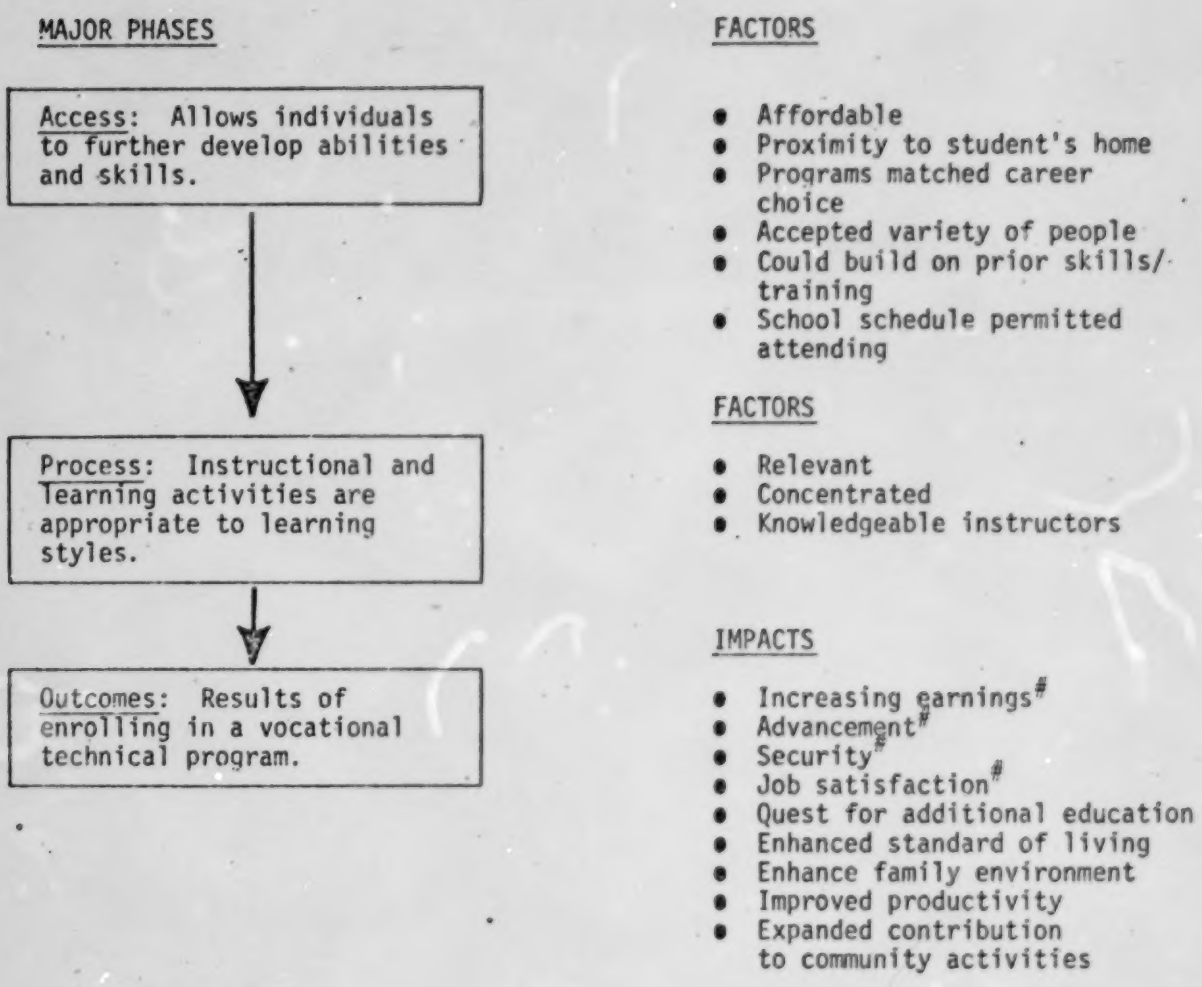
Impacts	Value to Business/Industry
Individuals take programs that actually interest them	Individuals produce better when they like what they are doing professionally and they remain in a job longer (less turnover).
Communication skills both oral and written are learned	Companies profit when their employees are able to express themselves in a professional way
Opportunity to up-date skills	Companies can be assured their employees are learning methods that are current
Employer recruitment available through VTAE	Companies can benefit by hiring qualified graduates as soon as they complete a program
Good relationship between schools and business and industry	Vocational programs keep current with technology in Business/Industry. VTAE graduates are more knowledgeable of practices in Business/Industry and have more positive attitudes toward work.

Table III-14

Impacts of Vocational Education
and their Value to the Community

Impacts	Value to the Community
Develop skills	Gives individuals the confidence to apply for jobs
Improves communication skills	Individuals use these skills in civic/professional/community organizations
Learns self confidence from exposure in classroom	Individuals learn to use assertiveness instead of aggressiveness in community affairs
Job placement is versatile in relocation	With some individuals, the job relocation has lead to job satisfaction
Experience with meeting new people	Develop human relationship skills that are important to positive interactions in the community
Graduates tend to seek jobs in their local communities	Vocational education builds the human resource base of local communities

Figure 1: Relationship of Vocational Education Factors and Impacts


MAJOR PHASES
Access: Allows individuals to further develop abilities and skills.
Process: Instructional and learning activities are appropriate to learning styles.
Outcomes: Results of enrolling in a vocational technical program.
FACTORS
• Affordable
• Proximity to student's home
• Programs matched career choice
• Accepted variety of people
• Could build on prior skills/ training
• School schedule permitted attending
FACTORS
• Relevant
• Concentrated
• Knowledgeable instructors
IMPACTS
• Increasing earnings#
• Advancement#
• Security#
• Job satisfaction#
• Quest for additional education
• Enhanced standard of living
• Enhance family environment
• Improved productivity
• Expanded contribution to community activities

Data from the interviews indicated that high levels of job satisfaction, loyalty to employer and a desire for job security frequently caused graduates to pass up opportunities for advancement, especially if they required a change in location or employer. As a result, earnings were also curtailed.

Objective 2. Develop a List of Impacts of Vocational Education which are Feasible to Measure

This study identified several variables and impacts that could be used to evaluate the value of vocational education. Because theirs was a pilot study, it was not possible to completely define the types of data which should be collected to assess these impacts. Table III-15 presents the impacts and factors. They are presented in random order.

Table III-15

Measureable Impacts of Vocational Education

Impact/Factor	Examples of Data
• VTAE programs are accessible and students develop additional abilities and skills	
*access - available in geographic area, lower cost, and less time	*Identify financial resources of students. Identify the amount of time, time periods, and funds they have available for education. Assess the characteristics and resources of people who enroll in programs with special schedules - such as part time evening programs. Identify prior work experience and purpose for enrolling.
*Career goals match VTAE programs available	*Identify the match between students' career goals and their VTAE programs. Contrast career goals with programs available in other post secondary schools.
• Employment Opportunities are expanded	
*Easier to find employment	*Length of time to find first and subsequent jobs.
*More jobs from which to make a choice	*Number of job offers from which the graduate could select. Employer preference for vocational-technical graduates.

Impact/Factor	Examples of Data
*More opportunities for advancement	*Number of job advancements or opportunities to advance. (Note: several respondents indicated that they would rather stay with their present job rather than move or take on new responsibilities) Employer ratings of productivity and promotability.
• Income is increased	
*More time on the job	*Consider total earnings for one or five years blocks of time rather than hourly wage.
*Higher wages on the job	*Request graduates to identify wage changes or incruments that resulted from their vocational education.
*Advancement	*Obtain information on job changes/ advancements and opportunities to advance. (Note: Sometimes other job factors cause graduates to pass up opportunities to advance.
• Job Satisfaction is increased	*Graduates expressed satisfaction with their work. Analyze job progression for advancement within a career ladder vs changes to related and very different jobs. Analyze employer costs of job turnover and develop a cost index for job stability. Relate job satisfaction to productivity.
• Self-confidence is increased	
*Confidence in capacity to to cope with their jobs and other life activities	*Information on the graduates' outlook on life and how they have handled major problems related to their work, family and community.
*Move to self employment	*Number of graduates who have entered their own enterprises.

Impact/Factor	Examples of Data
• Enhances family environment	
*Increased exposure to advanced education	*Proportion of spouses and children who have completed high school, vocational-technical programs or college degrees.
*More stable environment	*Income data.
*Higher standard of living	*Data on home and activities.
• Increased Productivity	
*Employees have appropriate skills	*Employer feedback on graduates' skills.
*Employees have appropriate attitudes	*Employer feedback on graduates' skills.
*Employee turnover is low	*Number of jobs held with the same and different companies.
*Employees have capacity to acquire new skills	*Data from graduates on their education and training after completing a vocational-technical course. Employers' assessments of employees' capacity for retraining and advanced training.

Objective 3. Develop Indices of the Values of These Impacts.

Because of the exploratory nature of this study, it was not possible to develop specific indices for the impacts reported. Those mentioned most frequently are listed below:

- Better education - opportunity to develop job-related skills
- Higher wages
- Job security
- Self-confidence
- Concentrated study - could complete education in less time
- Location of school was in home town
- Reputation of the school was excellent
- Caliber of the instructors was rated highly
- Educational training developed confidence and competencies needed to own their own businesses
- Communication and human relations skills developed the confidence needed to join civic and professional organizations, to run for city offices, and participate in community affairs

Objective 4. Construct Improved Processes for Identifying the Impacts and Values of Vocational Education

The following are suggestions based on experiences encountered in conducting this study that would improve and make the long-term follow-up of post-secondary vocational-technical graduates easier to do and more accurate.

a. Computer-based alumni data base - This would facilitate updating records and addresses and selecting graduates for follow-up studies.

b. System to update alumni addresses - For example, a form sent out on a yearly basis to graduates which requests address update, staff member input as they acquire new addresses, and computer program to cross reference graduates with present enrollees.

c. Contact person request - A permanent address or person to contact on original application form.

d. Orientation to follow-up - Have instructors inform students of the importance of follow-up studies.

e. Competency-based follow-up survey - For example, list a sample of competencies from student's program and ask to what extent they are used. In general, vocational education needs assessment techniques that are more sensitive to skills used by the graduates in their activities.

f. Case study/critical incidents - Develop case study and critical incident reports on graduates as the information becomes available to VTAE staff.

CHAPTER 4

CONCLUSIONS

After examining the results of this research study, the following conclusions were made:

1. The post-secondary vocational-technical graduates from five, ten and fifteen years ago were satisfied with their training and education. The cost of the education was affordable, there were a variety of occupational choices to chose from, the concentrated subject matter was delivered by high caliber instructors and their training produced an opportunity to raise their incomes and standard of living.

2. After receiving their training the post-secondary graduates were more effective in their respective positions and had obtained marketable skills that were beneficial to their employers or allowed them to branch out in their own businesses.

3. The sample in this study had acquired competency, skill, and/or knowledge in such areas as self confidence, interpersonal relations, ability to organize and communication that they were not aware of at the time of being in classes.

RECOMMENDATIONS

The following recommendations are made based on the results of the research in this project.

1. Orient students in vocational-technical programs to the importance and value of follow-up studies. This should be accomplished through the instructors in the various programs.
2. Revise the application form to provide an appropriate area for the students to list a permanent address and/or person to contact in order to keep follow-up addresses current.
3. Use follow-up results to improve programs and services. Also, inform currently enrolled students of how follow-up data are used to improve their courses. Invite their suggestions after they are employed. Encourage a mail or telephone-based suggestion box.
4. If resources are available, a system to update all alumni addresses should be established on a yearly basis.
5. Periodically, competency-based follow-up surveys should be conducted to see what skills are being used by post-secondary graduates and if they are not being used, why.
6. There should be more contact between the vocational-technical placement offices and the employers in business and industry. This seems to be a weak link as far as the former vocational-technical graduates were concerned.
7. Efforts should be made to keep in contact with high school guidance counselors. Several of the graduates in this survey were correctly "guided" to vocational education through the counseling of their high school guidance counselors.

8. The excellent reputation of the VTAE schools, the high caliber of the instructors, the types of programs available, and funding available to students should be communicated to communities in general.
9. The long-term follow-up questionnaire should include a question on the respondent's year of high school graduation.

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APPENDIX A

Cover Letter

Dear Former Student:

District One Technical Institute, in cooperation with the University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, is conducting a research project to determine the effectiveness of Vocational, Technical and Adult Education programs in Wisconsin.

Your name has been selected as one of several former graduates from a random sample of former students to participate in this study. All information is strictly confidential, and your name will not be associated in any way with the information you give. All responses will be used only for research purposes and will be grouped with those of other former students involved with this study.

If you are willing to participate in this research study, please complete the form at the bottom of this letter and return within three days. A pre-addressed, stamped envelope is enclosed for your convenience.

After receiving the enclosed form, Center staff will contact you by telephone for a brief telephone interview.

Thank you for your cooperation.

Sincerely yours,

H. Dale Anderson

H. Dale Anderson
Placement and Testing Counselor

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

_____Yes, I am willing to participate in the study.

_____No, I am not willing to participate in the study.

If participating, please complete the remainder of this form.

Telephone: Home _____ Work _____

Hours to contact: _____

Days to contact: _____

Please return this form in the enclosed envelope to the Center for VTAE. Thank you.

MILWAUKEE AREA TECHNICAL COLLEGE

DR. WILLIAM L. RAMSEY
District Director

Dear MATC Graduate:

Milwaukee Area Technical College, in cooperation with the University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, is conducting a research study to determine the effectiveness of VTAE programs in Wisconsin.

The major purposes of the study are to:

* *Identify the impacts of vocational/technical programs on individuals' career opportunities and decisions.*
* *Identify the impacts of these choices and decisions on the communities in which the graduates reside.*
* *Determine the graduates' long-term satisfaction with their vocational/technical programs.*

Your name has been selected from a random sample of past graduates. I am confident that you will recognize the importance of this study and will agree to participate in a brief telephone interview. All information will be strictly confidential, and your name will not be associated in any way with the information you provide.

Upon agreeing to participate, please complete the form at the bottom of this letter and return it within three days. A pre-addressed, pre-paid envelope is enclosed for your convenience.

Your cooperation and participation in this study is greatly appreciated.

Maureen McClone
Alumni Association

---

*Name:*_____ *Address:*_____

*City:*_____ *State:*_____ *Zip:*_____

*Year Graduated:*_____ *Program:*_____

_____ *Yes, I am willing to participate in this study.*

_____ *No, I am not willing to participate in this study.*

If participating, please complete the remainder of this form.

*Telephone: Home (_____)*_____ *Work (_____)*_____

*Hours to Contact:*_____ *Days to Contact:*_____

*Current position or Title:*_____

*Name of Company/Organization:*_____

Please return this form in the enclosed envelope to MATC. Thank you.

MILWAUKEE CAMPUS
1015 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 278-6600

NORTH CAMPUS CENTER
5555 West Highland Road
Mequon, Wisconsin 53092
(414) 242-6500

SOUTH CAMPUS CENTER
6665 South Howell Avenue
Oak Creek, Wisconsin 53154
(414) 762-2500

WEST CAMPUS CENTER
1200 South 71st Street
West Allis, Wisconsin 53214
(414) 476-3040

APPENDIX B

Survey Instrument

FOLLOW-UP STUDY

DISTRICT:_____Year Completed_____Date of Interview_____

1. Are you working now?_____
   Amount of hours per week?_____

2. Where are you now employed?_____

3. What is your position?_____

4. What skills from your program at the VTAE District are you using in your present job or position?_____

5. What position(s) or job(s) have you had since you left the VTAE District?

_____

_____

6. How did your training at the VTAE District help you obtain these positions or jobs?_____

_____

7. How did your program at the VTAE District help you progress from job to job?

_____

_____

8. Have you felt the need for additional training in your profession?_____

_____If so, where?_____

How accomplished?_____

9. Were you employed <u>before</u> attending VTAE District _____?(put in name)

   _____1. Yes.

   _____2. No.

10. Were you employed while attending District_____(put in name)?

    _____1. Yes.

    _____2. No.

11. If you were employed, was your job related to the courses you were taking at District _____(put in name)?

    _____1. Yes.

    _____2. No.

12. Did you work full time or part time while attending the VTAE District?

_____1. Full time.

_____2. Part time.

13. What factors influenced you to attend _____? _____

_____

14. If you have made career or job changes, how have these been related to your original career decision to attend a vocational school? Why?_____

_____

_____

15. What opportunities have you had that came as a result of your vocational training?_____

_____

_____

16. Do you feel that you earn a higher wage because of your advanced training than others who may not have gone to a VTAE school?

_____1. Yes.

_____2. Undecided.

_____3. No.

17. What are your plans for the future?_____

_____

_____

18. Are you in line for advancement in your present job?

_____1. Yes.

_____2. No.

19. Are you thinking about taking a different job in the future?

_____1. Yes.

_____2. Undecided.

_____3. No.

20. Are you staying at a certain plateau?

_____1. Yes.

_____2. Undecided.

_____3. No.

21. Are you thinking of returning to school?

_____1. Yes

_____2. Undecided.

_____3. No.

22. What skills do you think you would need to move to a different position in the future?_____

_____

23. If you had the opportunity, would you still attend VTAE or would you change your line of work?

_____1. I would definitely attend the VTAE school again.

_____2. I would attend the VTAE school again.

_____3. Not sure.

_____4. I would not attend the VTAE school again.

_____5. Other._____.

24. What do you feel your training at the VTAE school has had on your family?

_____

Outside of your job, has your vocational training had an influence on your life?

_____

On your community?_____

25. Would you advise your children to attend a VTAE school?

_____1. Yes.

_____2. Undecided.

_____3. No.

26. Briefly, describe any areas that you feel VTAE programs are strong in:

_____

How could they be improved?

APPENDIX C

RESPONSES TO OPEN ENDED QUESTIONS

(Represents a summary given. Does not give the frequency with which the comments were given.)

Question #6: How did your training at the VTAE district help you obtain these positions or jobs? *

In order to obtain my job a degree in Mechanical Design was necessary.

Was number 1 in my secretarial class - worked at the district was a work study student - was hired at the school as a result.

Not applicable.

Had preference points on my civil service test.

Communication skills helped me on my oral interviews for my job.

The accounting degree itself and my past experience.

Had excellent grades - looked good on my transcripts.

Didn't really help me.

Only one job, my employer was very impressed with the school.

I was hired in the accounting field because of my school training.

My company hired people through contacts made at the school.

There was an immediate opening at the school, hired right after classes.

I would not be self employed without my training.

None really.

I was number 1 in my class; my skills increased greatly and had impressive statistics to prove I was capable of higher responsibility.

In my field (Auto Body) places want you to have experience.

I was working at my job weekends, later after school went to full time and finally am now Assistant Department Head.

Without training as Nurses Aid, would not have my job.

Employer was interested in me because of my training in Accounting and knowledge of computers.

Interned at the hospital and just stayed on.

My jobs have all been surgical related.

Was hired by the same company one week after graduation and just stayed.

I went on to Stout, after graduation from college, stayed with same company.

All related knowledge - now have own business.

Upon receiving degree, went into present company and up to current position.

*Answers to questions are stated as received by the interviewer.

QUESTION #7: How did your program at the VTAE district help you progress from job to job? *

Really hasn't working basically in Engineering Capacity.

Utilizing what I had been introduced to and applying to life cycle on the job.

Better position each time I made a job move.

By continuing with my MPT program.

Been staying where I was, just going up in pay.

They needed an operating room assistant at the time; did learn on the job along with my previous training at school.

Stayed as Ward Clerk.

Learned a tremendous amount at school, self help and able to run my own business.

Took evening courses at Marquette that were not offered or available at MATC - mainly law school curriculum. (Built on what MATC offered.)

Gave me confidence to apply for better positions.

Experience gained from courses helped me to get first job and advance upward now with the company.

Again, without my degree in Mechanical Design, I would not be where I am now.

Possession of my individual skills, I am an agressive person and will get to the top of the ladder.

Did help get me my first job only.

Simply a matter of chain reaction - get degree - then experience and move right up the ladder.

Went from Production to Supervisor.

My education has helped me to move upward.

Not at all - all my training has been on the job.

Would never be in my current position without my training.

Stayed at the same job.

My learning abilities - going from simple layout projects to very highly skilled projects.

My skills and speeds (secretarial) doing a little better than what was required of me.

Hired directly from school and have stayed here in same position.

My knowledge of math, blueprint reading and on the job training got me to where I am today.

Was placed in my first job by the school.

My type of job allowed me to continue education.

Job offers not adequate in telecasting, went on to Marquette.

Hired by present company two months after graduation, would not have top position today, if not for my schooling.

Originally went with company's blessing and tuition refund.

* Answers to questions are stated as received by the interviewer.

Question #13: What factors influenced you to attend VTAE?*

Cost of Education was cheaper.

Better placement possibilities.

Location.

Would accept my previous college work.

Would get an internship in my field.

Two year degree in Secretarial Science would be beneficial in securing a job.

Children were raised and wanted a career for myself.

Program available and the high caliber of professors.

Went back to school under veteran's funding.

Reputation of the program and school.

Could learn more regarding a profession in a concentrated effort, shorter period of time.

Went under the CETA program.

Fairly inexpensive at the time, courses offered filled requirement of what I wanted to do.

Becuase of my age, (older), it was easier transisiton, more of a high school approach, more on a one-to-one basis.

Guidance Counselor at high school helped guide me to vocational school.

Wanted additional classes and had the time and money.

Wanted to change careers.

Did same type of work in the service.

Wanted to stay in my home town.

My girlfriend enrolled in school.

Needed the additional education to raise my income.

* Answers to questions are stated as received by the interviewer.

Question #14: If you have made career or job changes, how have these been related to your original career decision to attend VTAE and Why?*

Not applicable.

Have not made job changes relating to my original decision.

Not really made job changes.

Still in same career.

Very highly specialized fields.

Move ahead within the corporation, do not want to change goals or job direction.

Changes made were not related other than in communicative skills.

I now work with computers, course was strictly accounting.

Couldn't find employment in police science, didn't want to leave the state and wanted to stay away from big cities.

My goals are the same.

Have not changed careers, could not have gone into Histology without my school background.

* Answers to questions are stated as received by the interviewer.

Question #15: What opportunities have you had that came as a result of your vocational training? *

None.

Within my field, could have expanded, but preferred to stay where I am.

Current position as Department Head - Medical.

Securing the jobs I have had.

Current position.

Without degree from VTAE, still be walking a beat!

Some good basic starter plans; also the move to another state.

None, went on to Stout for Industrial Technology Degree.

Surgical area not an area where opportunities are that plentiful.

Have advanced on my civil service jobs.

Current position, opportunities are available because of background and training.

Being able to be recognized by management as doing a job well and being confident to keep on doing it and improving myself.

Received first job through placement office - just kept on going upward.

Don't know.

Working up the promotional ladder where I am now.

Fact that I started and finished school - graduated both college and District One with honors.

Met other business contacts.

Change of jobs.

I'm in accounting - have been asked to do tax related, part time accounting jobs.

Helped to secure current job, was on honor roll at VTAE.

Placed in current job right away.

If it wasn't for VTAE, could not have gone on to college.

Leave a small town for a larger town, more opportunities given to me.

* Answers to questions are stated as received by the interviewer.

Question #17: What are your plans for the future?*

Stay on as supervisor.

Continue commercial design work - possibility of sales affiliated with design.

Stay where I am.

Stay until retirement.

Own my own business - stay where I am.

Not really sure.

Hope to get manager's license.

Take more schooling in office management area.

Get into supervision of accounting and finance.

Moving out West soon.

Return to college for four year degree in accounting or additional degree in computer science.

Keep up on my job with on the job training and take classes at VTAE.

Would like to change companies, not fields.

* Answers to questions are stated as received by the interviewer.

Question #22: What skills do you think you would need to move to a different position in the future? *

Better overall education.

Marketing and business skills.

No present idea at the time.

Management skills.

Could move to the FBI in Washington with skills now have.

Electronics and Computer training.

If younger, would go back to VTAE and take nursing program.

Need college credits.

Need heavier background in engineering.

Need some accounting skills.

Need more communication skills in written and verbal area.

Need more math skills.

Need more record keeping, and blue print reading.

Content where I am, don't need any more skills.

More banking experience.

* Answers to questions are stated as received by the interviewer.

Question #24: What effect do you feel your training at the VTAE school has had on your family? *

Part A --

None.

Allows me to work at home; I have a small child.

Able to support myself as I am divorced.

Family has been very pleased, want my sister to go there also.

Very happy - well organized.

Wife took courses along with me so we could to something together.

Increased income in family.

Proud of fact that at my age, I went back to school.

Provided a second income for family.

Members of the family look to me for answers since I was in medical field.

Son is already enrolled in school, children became more education oriented.

Became more active in student and family affairs.

Family knows I wouldn't be where I am now, without VTAE training.

Sisters now attending VTAE, because of my training.

Brother now attending VTAE, because of my training.

Job advancement helps to provide to family.

Put us in a better income bracket and relocated us to state we like.

Part B -- Outside of your job, has your vocational training had an influence on your life? on your family?

Likes what I am doing.

Yes, meet people and travel to seminars.

Involved in various civic organizations; make new friends.

It gives me poise to meet new people, and good communication skills.

Yes, Speech Classes, Lions Club, Business Org. Communication skills.

Since becoming a nurse, has made me more aware of how nurses relate to their jobs, and more aware of hospitals and their surroundings.

Mobility is involved in my type of work, which I like.

Effect on our children has been very good - know value of educaiton.

Theatre groups - communication skills.

Moved from smaller town to larger town.

Being a more responsible person, more dedicated in my work.

Well rounded person can take advantage of more job opportunities and gave me confidence - running for city council now.

* Answers to questions are stated as received by the interviewers.

Question #26: Describe any areas that you feel VTAE programs are strong in:*

Personal care to students; technical and nursing areas are exceptional. The two year marketing programs are good if they do more work with the individual at the time of placement.

Overall pleased with the program - enough background to start in either residential or commercial for interior design.

Really impressed with the programs - did a very good job - Medical lab tech.

Classes put together quite well - typing lab was ideal.

Very satisfactory relationship.

Like the way classes were set up - instructors highly competent.

The cooking, food prep classes were exceptional.

Well rounded course for LPN.

Took evening classes and felt the instructors were excellent as from actual industry and had actual experience, could put the points across.

School very strong in personal student contact - willing to work with students.

I am now on the graphic arts committee for the school, constantly being improved and using recomendations. They are moving ahead as funds and money become available.

Teachers are excellent - reputation of school is excellent.

School allows the opportunity for the poorer class of person to make something of their lives.

Typing and shorthand - forced practice and it really works. Office simulation was excellent.

* Answers to questions are stated as received by the interviewer.

Question #26: What areas could they be improved on?*

Do not do adequate job in placing people - they should stress specifics. Recruiting people do not consider people from VTAE as highly educated as the four year college student. The placement people do not follow up with the few companies that do come in for recruitment - they do not have the companies come back on a regular basis.

In the field of interior design - need more field work; with more business attitudes, rather than artistic attitudes. Need to incorporate some statute laws.

Facilities were not the greatest - no real library - seemed more like a high school library.

Job placement office very weak - Internship program at a business. Placement Office not checking these ideas out - just put you in them and you are treated like the 'extra hand' - typing envelopes for three days, not being shown any office procedures.

Some of the courses are not available in evening centers - satellite campus and makes it difficult for all people to attend - ex. computer center.

In institutional foods - communication skills were very weak at the time I was there - should have more general comm. skills not just food language.

Institutional levels not as strong as 4 yr. college degree.

The school itself is very scarey - couldn't go to restrooms by yourself, had to have someone with you; need more security.

Placement - little or nothing - had 1250 applicants for 100 jobs.

When wanted to follow through to University courses, went back to professor at VTAE - had 'tunnel vision' didn't encourage any further education beyond VTAE - literally turned off students if they began to ask questions about higher education.

Outdated data processing machines.

More of the generalized classes, should be able to test out if you have sufficient knowledge. - particularly if they do not apply to your 'major'.

In math classes, as long as there you will receive a grade, even if you don't know the information.

In Body Work area, 90% of the work done on the job is Spot painting; this is not stressed enough - however do learn the basics in class.

Histology fields are overcrowded - instructors are feeding the students false hopes in saying that jobs are very plentiful. Would like to see more cont. education programs and workshops - would like deeper, indepth classes.

Felt the school did not attract the 'highest caliber of person' just a way of buying time.

Keep credit course work at correct level - did more work for a 2 credit class than was really necessary.

* Answers to questions are stated as received by the interviewer.

APPENDIX D

VTAE PROGRAMS OF SURVEY RESPONDENTS

Accounting
Administrative Secretary
Auto Body
Barber
Biomedical Electronic Technician
Business Administration
Chemicals and Fertilizers
Clerk Typist
Cosmetology
Data Processing
Fluid Power Mainteneance
Fire Technology
Food Management Service
General Education
Histotechnology
Hospitality Management
Industrial Drafting - Mechanical
Interior Design
Institutional Foods
Licensed Practical Nurse
Marketing
Mechanical Design
Medical laboratory Technician
Medical Records Technician
Medical Secretary
Metal Fabrication
Nurses Aid
Operating Room Assistant
Photography
Police Science
Pre Service Nuring
Restaurant and Hotel Cookery
Secretarial Science
Technical Engineering
Telecasting
Traffic Management
Transportation
Ward Clerk